

Community needs 'get little consideration'

by David Dickson

Every institution in higher education was an "Aladdin's cave" of expertise, ability and talent that could be applied to the social problems and human needs of its geographical locality, Sir Alec Dickson, honorary director of Community Service Volunteers, told the British Association last week.

Yet if the assets of any institution were examined as to the extent to which they were applied to local problems, the "enlightened conclusion" was reached that most were operating at less than 10 per cent of their potential.

Sir Alec said that applying the skills, knowledge and capacity contained in any institution of higher education to local problems required the involvement, not only of students in their spare time, but of the total institution.

An analysis of the work of a local polytechnic, for example, had shown that its department of business and public administration could invest in socially-useful applications of computers, and its department of health and social studies could undertake "action-research" into urgently needed new patterns of adoption and fostering.

The department of music had the power to make a breakthrough in community relations by helping local West Indian youngsters to form the finest steel band in Europe or a black version of the Vienna Boys' Choir," he said.

Developing the concept of the educational institution as a resource centre for a local community was not just visionary, but was already beginning to take place, and could go a long way towards bridging the gap between the activities of a college and the world outside, Sir Alec said.

Another concept was the curricular approach, or the "human application of knowledge", which aimed to introduce community service into the heart of the curriculum.

At Chelsea College of Technology in London, for example, pharmacy students had been involved in small campaigns to discourage local teenagers from the use of drugs.

"The students of pharmacy understand the effect of drugs on the human metabolism and they are in a position to answer questions as to whether an affinity for soft drugs must lead automatically to addiction to hard drugs—for this belongs to part of their own training," Sir Alec said.

One of the advantages of the curricular approach was that community service was no longer seen as something separate from study, and divorced from academic learning, but that study and service became one.

"Further the distinction between 'voluntary' and 'compulsory' begins to lose its significance when students find themselves solving real problems and responding to genuine needs as a natural and integral part of their course."

Engineering 'fails to attract girls'

The low ratio of women to men in engineering is due to lack of interest rather than lack of capability or opportunity, Dr Elizabeth Laverick, deputy secretary of the Institution of Electrical Engineers, said this week.

Speaking at an international conference of women engineers and scientists in Cracow, Poland, Dr Laverick said this lack of interest was increased by the attitudes of parents, teachers and even careers advisers in Britain. It was difficult, she said, to break the tradition that engineering was a man's world while so few women entered the profession.

She said that the number of girls taking the O-level examination in physics was comparable with the number of boys and the success rate higher, but by A-level the number of girl entrants had fallen drastically.

Most girls who passed A-level physics went on to study pure subjects at university. In 1973 only 24 British women students entered first degree courses in electrical engineering compared with 1,770 men, she maintained.

There was a need to encourage girls to study engineering at university, she told the conference. The problem was made worse by the low number of students of either sex entering engineering courses in the United Kingdom.

Correspondence courses offered one possible way to retain women engineers who had left to have a family. However, said Dr Laverick, legislation was under discussion in



Lack of interest means few women enter engineering.

Britain which might well oblige employers to hold such posts for some months while a woman was having a child.

Dr Laverick added that a survey carried out by the Women's Engineering Society in conjunction with the Department of Employment confirmed that the majority of firms were willing to employ women. She concluded that either the training misgivings against women engineers or early prejudice prevented girls from entering the profession.

College heads plan new committee

Informal discussions have begun among a number of college principals to establish a Committee of Principals of Colleges of Higher Education. Proposals for the new committee's structure will be discussed next week, following an informal meeting in July.

The aim behind the new group is to coordinate the 50 new diversified colleges and beginning to emerge as a result of Government reorganisation of higher education.

The colleges will range in size and scope from individual institutions such as Edge Hill and Bournemouth College of Higher Education (formerly Bournemouth) to five college federations such as the one established by the Bradford Metropolitan authority.

Britain sends 20 to World Games

Students from 47 countries, including many world and European record holders, will be competing in the World University Games to be held in Rome's Olympic Stadium next week.

Britain is sending a team of 15 men athletes and five women.

The biggest contingent will be from the Soviet Union, which is sending 54 athletes, including European hammer champion Alexei Spilidonov.

The United States will also be strongly represented with 25 athletes.

The games will be preceded on Monday and Tuesday by the World Federation of University Sports, which will display, among other things, a number of Olympic medals.



St Andrews Students: results no worse than elsewhere.

High failure-rate claims refuted

by Sue Reid

St Andrews University has refuted claims that one third of its Scottish students fail their examinations and have their studies discontinued. The university's student academic performance committee maintains that the true figure is about 14 per cent.

A booklet, *Student Opinions*, published by St Andrews students, alleged last month that one in three Scottish students in the science faculty failed after one year and that in the academic year 1973-74 there was a failure rate of about 20 per cent in some subjects and more than

30 per cent in others. It said the failure rate among Scottish students at St Andrews was the worst of any university in Scotland while students with English GCE qualifications at the university fared well in comparison.

The student academic performance committee claims the failure figures are much lower than has been alleged.

It says: "The problem is not confined to this university; it is nationwide. It is not possible to assert, as has been done, that St Andrews has the worst record of failures because precise, comparable figures are not available from all the Scottish uni-

versities. Where such figures are available, the percentages are similar."

The committee, which says other universities such as Edinburgh and Aberdeen have a similar situation among Scottish students under review, is to continue its investigation into the reasons for differences in success rates among students from different educational backgrounds.

It says that part of the problem might lie in the Scottish school curricula and examination system. Science courses for first year students are under review and help is being given to students experiencing difficulties in their courses.

Unesco service will spread good teaching methods news

by Laura Kaufman

An international Educational Reporting Service has been set up by Unesco's International Bureau of Education to spread innovations in teaching.

This was revealed by Mr Amadou Mahtar M'Bow, the director-general of Unesco, when he opened the 23rd session of the International Conference on Education in Geneva last month. The conference theme was the changing role of the teacher in a changing world.

Mr M'Bow said that the role of the educator in making education democratic was fundamental: "The success of any educational enterprise depends primarily on the attitudes and qualities of the teacher and innovation itself has no chance of success without the thrust of teachers who know their trade and work in it conscientiously and devotedly."

One essential question to be faced was how to identify the really productive innovations and how to

decide their extent and the speed and manner of introducing them into overall planning.

Once an innovation had proved itself it had to be spread to the whole education system in order to justify its inclusion in a global policy of education development.

International cooperation could be particularly fruitful in the field of innovation if it allowed each country to benefit from experience acquired elsewhere, and this was why the international educational reporting service had been set up. Unesco had also created an Asian Centre for Educational Innovation at its Bangkok regional office.

It was an immense task for member states to provide the number of teachers needed by 1985, he said. Given the size of the problem, the classical approaches to recruitment, training and in-service training of teachers would probably be replaced by inadequate in many cases. This would call for new solutions.

The conference was attended by 400 delegates and observers from 80 countries.

Women unhappy at grant rule

Married women between the ages of 21 and 25 who have not supported themselves for three years will be dependent on a parental contribution in terms of the new student grant regulations which have recently come into force.

The Department of Education and Science has said that to ensure that there is no sex discrimination both men and women will be dependent on parental contributions until 25. The previous arrangement, which enabled women who were married and 21 before starting their course to be independent of parental contributions, has been abolished.

Married women between the ages of 21 and 25 will have their grants assessed on their parents' income instead of their husbands', which is likely to result in a lower grant for many. The present full grant for

a married woman student living at home with her husband is £475 a year.

The department's reasoning has apparently been that under the previous arrangements married women between the ages of 21 and 25 would be gaining an unfair advantage because their husbands would usually be earning less than their fathers and they would therefore be entitled to a higher grant than would a man in the same position.

To conform with the Sex Discrimination Bill, the department has raised the age for parental contributions for both men and women to 25.

A spokesman for the National Union of Students said: "We regard it as a very retrogressive thing to raise the age to 25. We would ideally like to lower the age for married women and men to 21."

Group psychotherapy

Lancaster Polytechnic is to run one of the first ever group psychotherapy courses in the Midlands. In association with the London Institute of Group Analysis, it will offer a two-year diploma in group psychotherapy, social workers and other professionals concerned with a year's course to further understanding of social activity in groups.

Tourism now included

The College for the Distributive Trades in London is extending the range of second-year options offered in its Higher National Diploma in Business Studies course. Options will now include fashion buying, personnel management, distribution, travel, tourism and textile buying.

Course news

Ulster to offer speech therapy

A four-year degree course in speech therapy is to be offered at Ulster College, the Northern Ireland Polytechnic, from September. The first two years students will study the disciplines of linguistics, psychology, sociology, biology and physics. The last two years constitute a professional training in speech therapeutics, together with advanced and applied study of the basic disciplines.

Computing for engineers

A part-time MSc course, "Computers in Communication Engineering", is to be launched by Ulster Polytechnic in October. The three-year course is aimed at engineers in the computer and communications industries.

80 through the post

The National Extension College, Cambridge, is offering more than 80 correspondence courses during the next academic year. They will range from GCE O-levels to London University entrance degree courses where the student is directly in touch with his tutor as in a university situation.

New options at NELS

Seven new postgraduate courses are beginning at the North East London Polytechnic this September. Two of the courses are fully modular. One is a modular course in engineering, offered jointly by the polytechnic in south west England and other leads to a diploma in management studies.

Part-time degree courses are offered in clinical psychology, action science, and from next January, chemical energetics. Part-time diploma courses are offered in information and advice studies, engineering (water resources) and market research.

Systems firms

Computer systems and their application is the subject of a new part-time MSc degree course starting at Sunderland Polytechnic this autumn. It is for engineering and other graduates who have some computer experience and are interested in the technology of the computer. Local firms have already expressed interest in sending students on the course.

Don's diary

Clearing house

Don't teach; diaries should be private; and officials should be faceless. If I fall on all three counts it is not entirely my fault: blame also the editor. But perhaps what goes on in the UCCA office during clearing in September is of interest to someone.

Most of the expected university entry were already placed by the end of August. Clearing is the final stage. Panels are not sitting at the remaining applications and will send those with the best examination results to universities for decision. We try if possible to meet each candidate's preference, but otherwise send his application to the university that appears most likely to take him.

The matching is done not by machines but by people. The computer simply records decisions and prints lists and letters. Some years ago people seriously believed that only extreme measures would prevent the machines eventually taking over: the simple expedient of pulling out the plug was never mentioned. I am sure we have our machine well under control. There is no danger that it could dictate or even influence the admissions policies of the universities; but it does what is told with great accuracy and reliability. One cannot ask for more.

Engineering up

Some commentators do not seem to realize that about a half of the students entering our universities each year go into science-based courses of one kind or another, including medicine. But two generalizations would not, I think, be disputed. First, the universities are still not getting enough applications from the sort of young people who will eventually be qualified to manage or work in industry. Second, of those who do come forward in this field, women still represent a ridiculously small proportion.

Industry surely needs more intelligent young people with a university training. It is heartening to see signs of an up-turn in applications for engineering.

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Which in contemporary terms means that you can lead a pupil into the sixth form but you cannot make her study mathematics, science, or engineering unless she wants to.

Choice of subject or vocation is a complex affair and like marriage, often depends on opportunity. What UCCA can do in clearing is to try alternative courses for candidates who are not likely to be accepted for their original choice but appear to be qualified for something else which may not have occurred to them. (They can veto our efforts at any time.) An obvious switch is from medicine to biology, or from economics or law to business studies.

We are not always thanked for these efforts, but many candidates accept such transfers as an alternative to giving up hope of university entry altogether or deferring it for a year. There is a lot to be said for the broad spread in subjects in Continental systems of education which leave the candidate with a wider choice of subjects at university. Too many set us up in our system are made too early.

Commander Q insists on talking to the "head man" and demands a copy of our operational procedure. He can see it if he insists, but what is wrong? His daughter, who has not been in any of our classes for English, I look at the computer list while he is speaking: we have referred her to a university that appears to be taking rather long to decide. Telephone John F. the university correspondent, and discover that Professor X is at pre-

Explaining that lean to the left



OUR CREWE

With the possible exception of Marx, teachers in higher education must be the only occupation of whom a substantial number, on being asked to describe their political beliefs, would include the word "socialist" in their answer. It would, no doubt, be accompanied by much stammering, shuffling of feet, and other signs of discomfort. It would be hedged about with qualifying clauses, quotations, and suffixes and prefixes, and then somewhere would be the word "democratic".

The academic's traditional affinity with the left (socialist or liberal) is a variety of explanations. It is partly a simple matter of occupation. Local firms have already expressed interest in sending students on the course.

objections to the capitalist ethos naturally decline to enter private industry or the professions that service it; and those without taste for workers and while does not welcome as country members, there was never any pretence that the dons themselves were workers.

But in response to current economic stringencies there is emerging, it appears to me, a new variety of academic left, the calls itself socialist. A minor but not isolated example of what I have in mind is the view of Martin Jacques (*THES*, July 11) that academics are coming to identify with the working class as living standards decline, and that while it is not yet clear that they constitute a "progressive social force", the readiness to strike and engage in other collective industrial action provides hope for the future.

Now without survey data one cannot know if young academics do regard themselves in the vanguard of the proletariat, although my personal impression is that while not prevalent, such delusions are gaining ground. What is more definite is that many self-declared socialist are AIT (Association of Teachers in Education) members and don't.

What has never been seriously suggested until recently, however, is that academics are, or should be, socialists out of their own class interest, or conversely that the pursuit of their class interest constituted socialism. The fact that the academic socialists were indisputably upper middle-class in income, status, origins, consumption, indeed in everything but their political interest, or conversely that the pursuit of their class interest constituted socialism. The fact that the academic socialists were indisputably upper middle-class in income, status, origins, consumption, indeed in everything but their political interest, or conversely that the pursuit of their class interest constituted socialism.

Intellectual socialism was concerned with broad principles of social organization and justice, not

the parochial interests of the occupation or institution to which one happened to belong. The socialist movement was a class movement of workers and while does not welcome as country members, there was never any pretence that the dons themselves were workers.

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preparing the ground for the final Collapse of Capitalism, as always just round the corner of the next crisis.

But the crucial assumption is the Clive Jenkins doctrine that all professional employees, and thus university teachers, are really part of the working class: the workers by brain, sacrificed to the state by brain. They work with their brains of course; but they are not workers in the sense intended by the phrase, which originally referred to clerks, minor officials, and other white collar workers whose income approximated that of manual workers, and whose place in the hierarchy of work was clearly subordinate and closely supervised. Perhaps research assistants and laboratory technicians come into this category. But in no realistic sense to academics.

Legally, it is true, university teachers are employees. In order to live they sell their brainpower and in this technically Marxist sense (which not all Marxists would adopt) they are workers. But on this basis so are NHS doctors and dentists. The "class situation" of the academic is *sui generis*: a favourable mixture of the benefits of the independent, certificated, professional autonomy, deference, and the status of the clerk and the worker.

Thus the academic is, to begin with, not only largely master of his work routine but of what the work consists of in the first place: compare that with miners and car workers before talking of dons as an intellectual proletariat. In addition, there can be no other form of third employment less subject to direct supervision or external authority: no institutional culture which puts such a premium

on consensus and persuasion rather than conflict and command. Indeed, the academic is more likely to employ and manage others—secretaries, research assistants, demonstrators—than be directly employed or managed himself.

Now that educational qualifications have become a form of property, of capital, academics collectively own and manage a means of production. There are no expropriators of the academic's "surplus value", to stick to Marxist terminology, other than society as a whole.

The more tangible rewards for the teacher in higher education are equally preferable to the available to manual workers: differential salaries with the best paid manual workers may have been temporarily reduced in nothing, but with tenure and increments assured, the academic is still comfortably on the right side of privilege.

Such comparisons are familiar to the point of tedium. They will still not stop howls of anguish when the AIT is finally forced to admit defeat on Part II of the present salary claim. Communist and Liberals who make no bones about the entitlement of the professions to preferential incomes are entitled to complain. And on grounds of equity, frustrated expectations, the weakness of the spirit, and the right to strategic dealing and common courtesy from the Government, yelps of rage are undoubtedly understandable.

Intellectual honesty demands the admission that I would naturally prefer a rise of 50 per cent to one of 25 per cent, and had I received it would not have sent a cheque for the difference to a worthy cause. But to regard collective action in pursuit of a 50 per cent rise as socialist only testifies to the intellectuals' inextinguishable capacity for self-conceit and ideological "acrobatics with collectors' items".

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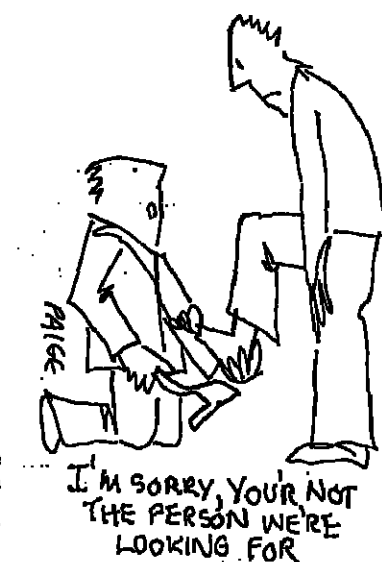
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I'M SORRY, YOUR NOT THE PERSON WE'RE LOOKING FOR

Bureaucratic bliss

Young T... writes to ask if I could back his application for a post in university administration. He is an even-tempered chap with a good mind who would do well. Not an obvious choice of career, I suppose the prospect of a life as a bureaucrat—or a don for that matter—does not inspire youthful dreams. Yet in retrospect, my years in the Civil Service and in university administration have been rich in personal enjoyment and have certainly taxed my wits to the full.

University work is challenging because one works at the scene of her study, mathematics, science, or engineering unless she wants to.

Personal friendships within a busy academic community make the life very rewarding. My own position is now more peripheral: I miss the fellowship of the senior common room but have also escaped the stress. I would recommend university administration to anyone of the right type looking for a satisfying career.

Untangling jargon

A lot of my time is spent turning jargon into English for the benefit of committees. It is not an unprofitable exercise, because translation can sharpen thought about what we are trying to do. Some jargon defies translation; no computer man ever stuns or sets us up in our system are made too early.

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process I should prefer left to God or Michelangelo. Computer programs—the American spelling—fully distinguished them from those that you buy at the theatre—sometimes written but more often "generated": another example of polishing one's image.

To match the theological overtones of "confirmation" we have, alas, perpetrated "designing" (i.e. making a candidate's record conform with the rules after an infringement). We did, after a time, feel so ashamed of the term "total reject" that we killed it: it is precise but unflattering to the candidates to whom it applied.

Do other people dislike the term "polyversity" as much as I do? It suggests to me a multiplication table.

university = one university
diversity = two universities
polyversity = many universities
multiversity = too many universities

What the etymologists make of this I do not know, but I find these inventions confusing as well as ugly. "Universitas" has surely always implied a sufficient breadth of studies to embrace most forms of academic organization at this level. Could not a university if so desired be linked with colleges of a different type on the same campus while retaining a university? If I suppose we would give up trying and call the result an "academic conglomerate".

Coming and going

Dr Geoffrey Templeman, Vice-Chancellor of the University of Kent at Canterbury, relinquishes his appointment as Chairman of UCCA at the end of this month. One remembers not only great personal kindness over many years but he was a founder member of UCCA as well as chairman since 1964—but his capacity to think six moves ahead. In these uncertain days it requires skill to keep an organization afloat in great heart: UCCA owes him a great deal.

We welcome his successor, Dr Harry Pitt, Vice-Chancellor of the University of Reading. I have on file an article which he wrote in *The Times Educational Supplement* with details of proposals for a central admissions scheme before UCCA was founded. It will be interesting to see what he makes of us.

Ronald Kay

Mr Kay is Secretary of the University Central Council on Admissions.

EXCELLENCE OR EQUALITY?

Reports on the third international conference on higher education, held at Lancaster University, by David Walker, Brian MacArthur and Tim Albert

Teacher no longer powerful 'boss'

Involving students in their universities' decision-making helped to improve the quality of higher education, Professor Henri Janne told the conference.

Professor Janne, author of an influential Belgian report on education, said that learning improved as students acquired rights and achieved equality with their teachers.

"They are no longer older 'pupils'; they have become individually and collectively aware of their personal rights on a concrete basis. They are no longer the objects of a teaching process, but subjects in the special kind of human relationships which university work implies."

"From many points of view, they are more traditional than expected, but they have become 'more equal' in relation to the teacher who is no longer considered as a powerful boss."

"Equality in decision-making was as important as equality of access to higher education. Students now were allowed to participate in university affairs through legislation like that introduced by Edgar Faure in France."

"What is really amazing, however, is the lack of interest shown by the majority of students in participating, at the present moment, in the democratized management of their university. Nevertheless, what has definitely changed is the relationship between students and teachers."

Professor Janne, who teaches at the Free University of Brussels, described historical stages in achieving equality, moving from a first target of equality of access, to equality of choices. All commentators seemed to agree that the real aim of the conference was to ensure that everyone for self-achievement.

These goals were not in opposition to quality in education. However they did rule out traditional forms of assessment such as end-term examinations which Professor Janne said were negative.

The latest stage in the movement towards equality was that seeking equality between the university and non-university sectors, and of term examinations which Professor Janne said were negative.

"There is a trend in European countries towards considering both

sectors, formerly very different in their goals and prestige, as an integrated whole. The university has taken over more and more kinds of studies that would have been considered in the past as 'non-university' and beneath its 'academic' dignity. In France the university technological institutes created in many universities and awarding degrees after two years are a good example of this category.

"By contrast, many non-university institutions have been upgraded in terms of length of studies by the value of their certificates, the quality of the teachers, higher budgets, and so on. The upgrading of the polytechnics in the United Kingdom is meaningful in this respect. Credits for non-university institutions to continue their further studies in a university without loss of time (their degrees are practically recognized as equivalent to a first degree of the university). For instance, a degree in social work in Belgium might be practically equivalent to an undergraduate degree in social sciences."

"All these reforms aim to answer one need: offering shorter complete studies at the highest level which are relevant for defined jobs, but do not serve as blind alleys, as in my opinion, are neutral concerning quality in universities yet very positive in the former non-university sector, now more and more integrated as a dignified part of higher education."

"The open universities and the open faculties are, social and morally speaking, a link between both traditionally segregated levels."

Problems remained however. Professor Janne complained that while what he called the liberal arts subjects—were open and accessible, their expansion could raise questions of quality. Teachers became overloaded and the need for state funds increased.

"Which is more important: more private consumption by taxpayers, or more quality in the 'non-cumulative' studies? In old democracies, in the end, the voter is always right. However, the question is whether the voters are informed and persuaded by responsible leaders."

Quality universities best foundation for future

It was sterile to search for some kind of fit between universities and society, Professor C. Arnold Anderson of Chicago University, told the last session of the conference.

In a powerful attack on sloppy thinking, vague idealism and dangerous dogmatism, Professor Anderson examined the question of the future of higher education in the form of aphorisms: a number of statements about higher education.

For instance he said there were dangers in using the university as a place to employ psychotherapy and psychological assessment, for rationality was man's key distinction and had always been the core of higher education.

Professor Anderson's aphorisms included the following:

• "Insofar as schooling is general education, it prepares individuals for the future society whose characteristics are unknowable. The best anticipation for this future will be found in the 'quality' universities—along with much vestigial learning."

• "The drive to abolish proprietary schools, private universities, and instruction for purchase—often in the belief that no one should make money selling so pure a thing as knowledge—invites the aspiring non-élite individuals to this sector of education, which has no educational relevance."

• "It is not prudent to treat the university as a 'base' for community among the young. It is better to rest policy on using the university as an equalizer of oppor-

tunities, as a way of linking a local world to a larger world, as a way of orchestrating social change."

Professor Anderson continued his commentary on the papers delivered to the conference dealing with the question of democratization of higher education and educational opportunity.

"We need more information on the 'process' by which aspirations for education spread and about how readiness to use educational opportunities diffuses."

"We know almost nothing about how people learn to value education and how they acquire the desire to strive for it. Or putting it the other way, why do so many newly affluent families show little interest in education? To speak of democratization of access to knowledge risks adopting a conspiracy theory of opportunity; it is the diffusion model that is relevant."

"He said the university seemed to be in danger. "Participation" by students and junior faculty leads to new patterns of interaction and to new criteria of status. Often the university is tempted to create a new pattern of interaction and to new criteria of status. Often the university is tempted to create a new pattern of interaction and to new criteria of status. Often the university is tempted to create a new pattern of interaction and to new criteria of status."

Professor Anderson concluded on a pessimistic note. More information was certainly needed. But he said that one test of this education was what topics in higher education people wrote about and how much of that output actually had "quality".



Garth Williams and Professor L. Arnold Anderson. Clockwise from top left: Professors Henri Janne and Edward Shils, Mr

Qualifications guard against incompetence

Academic credentials protect the public against professional incompetence, Mr Garth Williams, professor of educational planning at Lancaster University, told the conference.

"It is true that much of what is done by doctors, for example, does not require a high level of medical qualification and could be done equally well by a conscientious medical technician. The public, however, would be subject to even more risk than at present from charlatans and quacks if there were no limitations on those who are allowed to practise medicine."

Against the view that higher education should concentrate on educating and not on labelling, Professor Williams argued in support of the use of educational credentials for employment.

The problem in the so-called liberal professions, he said, was that the professional bodies themselves exercised effective control over the process of awarding credentials. It was doubtful if they were the best guarantors of the public interest.

The public interest would probably be better served if credentials were awarded entirely by an educational system with no possible interest in limiting entry to the profession.

There was a second, important justification for credentials: if educational qualifications were abandoned as criteria for recruitment to good jobs, the way would be open for the development of all sorts of other procedures in which wealth, influence, power and—most important of all—access to information would be more important than fitness for the job.

"It is a general social law that the simpler the rules the easier it is for the socially deprived to take advantage of them. The more complex the rules the more they can be played to the advantage of people with access to detailed information."

He said the university seemed to be in danger. "Participation" by students and junior faculty leads to new patterns of interaction and to new criteria of status. Often the university is tempted to create a new pattern of interaction and to new criteria of status. Often the university is tempted to create a new pattern of interaction and to new criteria of status."

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Reformers opposed to tradition are 'deceivers'

The preservation of quality higher education rested on centuries of excellence and small groups of academics dedicated to their subjects, Professor Edward Shils, an American sociologist, said.

It was vital for higher education to foster new discoveries and intellectual eminence, and one means achieving this was the existence of "central institutions" which embodied the academic ideal.

"These combine research, teaching, as they must if some knowledge is to continue to grow, and if a succession of young scientists and scholars to produce growth is to be trained, and teaching is to be more than interpretation of the inherited, of once original discovery and creativity."

The other part of Prof. Shils's scheme was to have of the international academic community promoting effective teaching with a focus on higher education. Both these elements acted as a leavening within the higher education system, keeping true to the academic purpose.

Professor Shils began his address on discovery, excellence and the role of the university in higher education with a criticism of its essential role in the world where some governments were going almost to the point of deliberately preventing some teachers' universities from being superior to their intellectual achievements.

Such policies were doomed, he said, because they would always retain information and seek out more of those less well qualified teachers who would be better than their students would be. They would be better than students with talents but poorer teachers.

Higher education had to retain knowledge and understanding, he said, and to do this it had to be regarded as fixed, rather than as a fluid, ever-changing entity. It was itself and, of course, was here some of the world's most eminent scholars.

Dr Pearl's appointment at University College stemmed from the reputation she earned as a leading specialist in seventeenth-century history. Earlier, her thesis published by the Oxford University Press was hailed as an essential work for the understanding of the Puritan Revolution.

Her subsequent research and published articles on the Civil War, and her work during four years as a research fellow and lecturer at Somerville, had established her as an outstanding teacher and historian.

With her Oxford post, Dr Pearl broke bounds with convention by working at Oxford half the week and living in London. "In those days it was very unusual for this to be allowed," she said, but Dr Pearl, who did not stand for that kind of nonsense.

The time in London, between graduation work and Somerville, was spent at home combining family and study. In that time she spent a solid six weeks breaking a code of a seventeenth-century shorthand.

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Dr Valerie Pearl: "One feels one should have total knowledge of history."

'Historian in the middle' turns to editing

Few historians can claim the distinction of commanding the respect, simultaneously, of two eminent but opposed thinkers in their discipline. Colleagues of Dr Valerie Pearl, reader in London history at University College, London, tell the story of how, when she completed her thesis at Oxford on "The Outbreak of the Puritan Revolution", Professor Hugh Trevor Roper, then her examiner, and Dr Christopher Hill, her supervisor, met on either side of the stacks in the Bodleian Library.

On asking each other's views of her thesis, each found the other maintaining that it confirmed his particular view—whether Marxist or Tory radical—of the seventeenth-century revolution.

Now some 20 years later, Dr Pearl holds an impressive list of positions and is known in her own right: the only reader in London history in the country; the first woman literary director of the Royal Historical Society, and now editor-in-chief of a new historical journal, *The London Journal*, a review of metropolitan society past and present, the first issue of which has just been published.

Dr Pearl is the only woman modern historian in a department of about 20 lecturers with some six professors. A product of Oxford—undergraduate at St Anne's, post-graduate at Somerville—she found the move to University College in 1968 a considerable change.

"Oxford combined hard work with *douceur de vivre*", she says. "London just had the hard work, but the University College life was very alive intellectually. It's a pity that it is not in itself and, of course, was here some of the world's most eminent scholars."

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Tim Albert looks at the squatting problem
A home of somebody else's

During the coming academic year more students than ever before could be forced to squat in order to have somewhere to live, according to Charles Clark, president of the National Union of Students.

But his warning, which reflects sadly on the accommodation section of higher education planning, comes at a time when squatting is getting harder. Students forced to find accommodation in this way could be in for an unsettled time.

"Life will go on", says Jonathan Martin, a Cambridge classics graduate, who is one of three people running the Advisory Service for Squatters in North London. "The basic situation will stay the same. There will still be lots of students—and other people—without homes, and squatting will be the only thing they can do. But it's going to become more difficult."

The luckier ones will be those who can find a place in what are called licensed squats. These are schemes in which the occupiers, usually of council-owned houses waiting for demolition or renovation, are allowed to stay where they are provided that they pay rates and an agreed date. A recent discussion paper put forward by the Department of the Environment suggested that these schemes could be introduced.

ASS says that they know of about two dozen groups of licensees in London alone. One or two specialize in housing students, but the trend seems to be for mixed communities.

Student Community Housing based in Camden, for example, has now become Shortlife Community Housing, and provides homes for a broader cross-section of people than just students.

But these schemes are limited, and ASS estimates that the number of people involved is about 5,000.

According to the figures used by the DoE, paper, this would leave about another 25,000 people who are squatting in the real sense.

ASS says that students who may be forced to do this should either contact them for advice, or go to one of the small number of organized squatting groups (such as the well-publicized one in Eglon Avenue, London) who may be able to provide them with companions, support, and sometimes a suitable property.

At the moment, squatting is not a criminal offence. This means that, providing they do not enter by force and break windows or knock down doors (and experienced squatters say that there is usually an open window round the back), those who squat cannot be thrown out by the police.

Trespass is a matter for the civil courts, and the owner of the property must take out a summons naming those in occupation, or providing evidence that he has tried to obtain the names, but has been unable to do so. The case can be heard seven days after the summons is served, and the owner can obtain a repossession order. The court bailiffs will then enforce it.

This procedure can take two or three weeks, but in practice works out at much more. The DoE work on paper said that local authorities often took more than three months before they repossessed their property. Even so, students in unlicensed squats could find themselves moving around several times during the academic year.

That, however, assumes that the law is going to stay as it is; in fact the indications are that it is going to make things much tougher for the squatters.

In June 1974, the Law Commission proposed that two new criminal offences should be introduced. These offences, which carry with them penalties of up to two years and six months imprisonment

respectively, are for "without lawfully entering property by force . . . and being unlawfully on property and failing to leave as soon as reasonably practical after being ordered to leave by a person entitled to occupation".

The proposed laws, which would mean that the police could intervene immediately, are still being discussed by the commissioners. But a final report is expected within the next few months, and this means that changes could be introduced before the end of the academic year.

Although some sympathizers are hoping that the proposed laws will be modified, the growing wave of anti-squatter activity in the country would seem to make this increasingly unlikely. The strength of public feeling can be judged through the correspondence columns of the national press. One example is the correspondence which resulted in a letter to *The Times* (July 11) from a woman who said that squatters had moved in while she was on holiday.

Many of the facts in the letter were subsequently challenged by the Metropolitan Police solicitor, who pointed out that the woman had a "For Sale" notice outside. Nevertheless it triggered off a wave of unfavourable publicity (with articles ranging from "Drop Outs' Mansion" to "Life in Leytonstone's Paradise") and, in the House of Commons, one early day motion and two members' Bills.

Of course, as Jonathan Martin points out, students will be those best equipped to cope with these kinds of difficulties. At least, they will have the chance of moving on after their course is finished. Many families will not have this opportunity.

Advisory Service for Squatters, 2 St Paul's Road, London N1. Telephone: 01-359 8814.

Why the AUT may lose members

A little more than a year ago, an agreement was signed between the NUS and the Association of Scientific, Managerial and Technical Staff on the subject of postgraduate representation, which at the time created no little consternation among ASTMS's postgraduate activists. This was caused because the agreement was signed against the advice of the advisory committee of postgraduates within the union, and because it was seen as potentially the beginning of ASTMS's quiet ditching of its postgraduate members.

The reaction on the postgraduate part (and at that time I sat on the advisory committee) was emotional. One of our officers, who had heard that the ASTMS national executive had agreed not to oppose any move by the AUT to join the Trades Union Congress. If such a move were to be made, then it appeared certain that the AUT would take over as the main union for both academic staff and postgraduates, and that ASTMS's recruitment in these areas would be frozen—nullifying a great deal of hard work that had been put in by activists at the local level.

Looking back, it is possible to see that we had exaggerated the speed with which such changes might come about, since the AUT, with its characteristic "slow moving ways" (as they were once described to me by our joint AUT secretary) has progressed little on the road to recognition as a TUC affiliate. On the other hand, the problem of whether ASTMS really wants to have postgraduate and academic members, and academic members of the membership in these areas, and the possible outcomes are what I want to discuss here.

Certainly it is true to say that ASTMS was a little taken aback by the vociferousness of its postgraduate members, who missed in significant numbers in 1973 and 1974, when the issue of part-time teaching pay became a focus for recruitment. At that time, membership of the AUT was not open to postgraduate students, and indeed, the universities, whether the aim of gaining recognition for ASTMS as a bargaining agent on their behalf or whether achieved is a major imponderable, which I think will be

of failure: the objective of recognition of the union as bargaining agent for postgraduate tutors and demonstrators has been achieved, but not as far as I know, actually secured a clear and no significant gains, in real money, have been made in the rates paid for such teaching. Tied in with this was a sense that the union was, perhaps, not doing as much as it could to help its postgraduate members in terms of officer resources devoted to pushing their case.

But the other point is this: that discontent within the ranks of the AUT might even force ASTMS to reconsider whether it might try a little harder to become the negotiating body for academic staffs, or at least to make further membership gains in that area.

In Edinburgh, there has been a small, but significant, number of defections away from the AUT and into ASTMS in protest at the way the "house union" has handled the current pay claim.

I feel that this flow of new membership for ASTMS might swell if the AUT were to lose the vote of the membership on the question of affiliation; there might well be increased suspicion of the AUT's effectiveness as a half-cock trade union where the conflicts between different groups of members (lecturers, professors and senior administrators can all join—and do) are anything but satisfactorily resolved in policy formation.

All this means that, although the last year has not seen any dramatic new developments on the trade union front for postgraduates and academic staff, the field is wide open, to a degree sufficient to make prognosis extremely difficult. My own view is that the AUT probably will and up as at least a nominally regular trade union, which would mean, for postgraduates, the need to start all over again and build a new power base within that organization.

On the other hand, however, unless the AUT moves somewhat more quickly than it appears to be doing at the present, it risks losing sizeable chunks of its membership, and chunks that would be vital to winning an affiliation vote.

Trevor Jones

The author was, until January of this year, the secretary of the Edinburgh University ASTMS postgraduate group, but now holds the union position.

Trevor Jones

The case for statutory contributions from parents

The author is principal of Nelson and Colne College.

American news



Simon's Rock: 'newest trend'

Early start fights apathy

from Thomas Cahill

NEW YORK High school and college educators have begun to recommend a broad revision of collegiate and secondary structures so that students may have the opportunity of starting college-level work a year or two earlier than usual.

The recommendations are prompted by pedagogical considerations, by the widely recognized phenomenon of apathy among bright high school students, and by findings of psychologists about natural peer groupings.

The recommendations may also be at least when put forward by administrators of private colleges—be prompted by the need to increase income for income in a time of fiscal crisis.

Two reports sponsored by the Carnegie Corporation—16-20: *The Liberal Education of an Age Group and Continuity and Discontinuity: Higher Education and the Schools*—have helped lay the theoretical groundwork for the new trend. These assert that the last two years of high school are often insufficiently "challenging" to the student, or that, if he is challenged, he will have to repeat his course work when he gets to college because colleges usually make no allowance for the student who has mastered more advanced material in high school.

In addition, the reports contend that 16 to 20-year-olds share in common many qualities that set them apart from persons, say, two years younger or older, that they form a distinct group representing a special stage of psychological development. They are ready to abandon the role work of high school but not yet ready for "specialization"; in short, they are the ideal age group for liberal arts at the collegiate level.

Various arrangements are evolving throughout the country to meet the needs of this newly discovered grouping. One solution is for high school teachers to give college-level courses, after which student achievement is rated by means of a standardized national test, acceptable to colleges.

The Advanced Placement Programme of the College Entrance Examination Board serves such a function. Though it has been in

existence for 20 years, it has been greatly expanded recently and now reaches 67,000 students in 3,525 high schools.

To many colleges, however, this procedure threatens the integrity of their degree. Yale, for instance, finding that up to 25 per cent of its students are eligible for early graduation due to college credits earned in high school, issued this year a 32-page report on the problem of "acceleration".

Considering the duration of time a student spends at a college to be a "vital ingredient" of the bachelor's degree, Yale considered putting an end to "acceleration" on the basis of college credits taken in high school, but decided that it could not do so because this would result in Yale's losing superior students.

To many, the most promising solution is the "middle college"—a separate institution which students may enter after the tenth grade of high school and from which they may receive a BA in four years, thus graduating two years earlier than they would normally.

An example of the "middle college" concept is attracting considerable attention is Simon's Rock Early College in Great Barrington, Massachusetts. Both Carnegie reports single it out as a model. According to Frank Newman, chairman of the Federal Task Force for Reform in Higher Education, "Simon's Rock is an institution that represents the newest in trends in higher education, one of the major educational reform efforts in the United States."

Located amid the thickly forested Berkshire mountains, Simon's Rock stresses the importance of a dramatic change in environment for the disaffected student. The 16-year-old first-year students are subjected to a certain amount of discipline through night curfews, mandatory seminar dress and drugs, but after the first year there are no restrictions to speak of. There are no classrooms at Simon's Rock; instead, students "can't hide". The faculty student ratio is unusually low—one to six. The charges are correspondingly high—\$4,700 for a year's tuition, room, and board.

Simon's Rock is also attracting money, including \$500,000 from the National Science Foundation for the purpose of creating a science programme appropriate to its special circumstances.

Dr. Whitlock sees the Simon's Rock experiment not merely as an attempt to attract students to higher education, but as a means of educating them. "John Donne went up to Oxford at twelve," he says.

Women only courses hit legal snags

from our correspondent

NEW YORK

Federal anti-discrimination laws, which came into effect this summer, have produced a confrontation between university administrators and women's studies teachers at the State University of New York at Buffalo over the issue of courses for women students only.

The state university administration has ordered the experimental "women's studies college" on the Buffalo campus to admit men to all its courses from January 1976, and to rewrite its draft charter by October 25 to allow men to enrol in its courses.

The administration argues that the college is contravening the anti-discrimination law known as "Title Nine", as well as New York state human rights laws, university policy and state Board of Regents regulations. It is also demanding that the college's draft charter be revised by October 25 to allow men to enrol in its courses.

Teachers at the women's studies college, which is governed "collectively", claim that there is educational justification for allowing women only to enrol in certain women's courses, and that the college is not legally bound by "Title Nine". They are also demanding that the deadline for the revision of their charter be removed.

The college is one of 12 experimental colleges on the Buffalo campus which do not grant degrees but award credits towards a state university BA.

Like the other 12 colleges it has no resident students and functions more as a university department than as a college in the normal sense.

Since it was founded in 1971 it has run courses "for and about women", on subjects such as Women in Contemporary Society, Women in the Middle East and Health, Sexuality and Feminism.

Disagreement about whether men should be allowed to enrol in all the college's courses has existed between the administration and teachers at the women's studies college since the college's foundation. In January of this year, the result of a decision to grant charters to the 12 experimental colleges, the administration asked the women's studies college to re-write its draft charter, including permission for men to participate in the governance of the college.

As a result of the administration's demand, the college went through the process of university procedures to prove that their "all women's" courses were educationally valid.

But during the summer, when the federal anti-discrimination laws came into effect, the administration stiffened its demands.

"Title Nine" states that an educational institution can "neither refuse nor require attendance on the basis of sex." The law makes certain exceptions, as in the case of long-established single sex colleges or educational programmes involving certain types of "contact sports" but none that apply in the case of the women's studies college.

The confrontation at SUNY is likely to be the first of several similar conflicts across the country. Many women's studies teachers believe that, at least, some of their courses should be for women only. The passage of "Title Nine" is creating a conflict of interest between those teachers and university administrators anxious to conform with the law.

'Class conflicts' forecast if job drought persists

from Frances Hill

NEW YORK

The job market for college graduates has been declining sharply since 1969 and will continue to decline at least until the late seventies. This "far-reaching, unprecedented" development will have radical consequences for higher education and even for American society as a whole. The drop in material rewards to college graduates "implies the virtual end of education as a means of upward mobility in society."

These are the main conclusions of a report on "the declining value of college going" by Richard Freeman and J. Herbert Hollman, of the Center for Policy Alternatives in Massachusetts, and of Technology, published in the current issue of the magazine *Change*.

The "golden age of higher education" came to an abrupt end at the outset of the 1970s, when for the first time in recent history new high school graduates began to have difficulty getting jobs, and the relative income of graduates fell significantly, the authors say.

Over 30 per cent of the graduating men and 25 per cent of the women in the class of 1972 were holding non-professional, non-managerial jobs as compared with just over 10 per cent in 1953.

Between 1969 and 1973 college graduates' income dropped from 53 per cent more than the income of workers with four years of high school to only 40 per cent more.

Among 25-year-olds the drop was from 39 per cent to 23 per cent. Many young college graduates are having difficulty obtaining any work at all. In October 1972 9.3 per cent of the class of 1972 was out of work, with proportions for those who studied in the humanities and social sciences at 15.4 and 16 per cent respectively.

This rate of unemployment was far in excess of the national average and above the rate for high school graduates of about the same age.

The length of unemployment among college graduates in the seventies has exceeded that of other workers. Thirty-two per cent of unemployed male graduates were without work for 15 weeks or more in 1973 as compared with 27.5 per cent of other unemployed workers.

As a result of this market situation young people are beginning to realize that education is less likely to provide the secure and simple path to status and affluence that it once virtually assured. The authors say that "colleges and society will have to search for alternative routes of mobility, with corporate training programmes and promotion policies possibly attaining far greater importance than in the past."

Another useful development would be institutions by which less advantaged people "with less education and less social consciousness and conflicts" could develop with individuals according more loyalty to their own social group. The closing of education's "safety valve" for social stability "could remove an important foundation of the political system."

The bleak economic outlook for college graduates is likely to be long-lasting, since the market developments which have caused it are not simply "cyclical" or "temporary phenomena" according to the authors. The number of professional and managerial jobs began to level off as a percentage of all jobs in the 1970s, rising only from 20 per cent in 1969 to 24.8 per cent in 1974.

And the proportion of the Gross National Product allocated to education and research and development—traditionally employers of large numbers of college graduates—declined during the seventies; for research and development from 3 per cent in 1964 to 2.4 per cent in 1973, and for education from 1.7 per cent to 1.6 per cent between 1971 and 1973.

At the same time there has been an "extraordinary increase" in the number of graduates seeking work as a result of sixties boom in college-going. The number of male BAs on the job market increased by 8 per cent a year, relative to the male work force, from 1968 to 1973, compared with 17 per cent annually from 1960 to 1968.

The authors say that the drop in college enrolments since 1967 has been greater than forecast, suggesting that disillusionment with the economic worth of higher education has already set in.

The slowdown in growth will have especially dire consequences for graduate programmes and employment; the drop in enrolments will cut the demand for new faculty and as a result fewer people will undertake graduate training; this in turn will lower the demand for faculty further, reducing still more the numbers enrolling in graduate schools.

The principle of tenure is likely to come increasingly under attack as it becomes an obstacle to the only feasible means of attaining flexibility in a retrenchment situation—dismissing faculty members in order to replace them with others with more relevant skills and qualifications.

Perhaps the single most important change that could improve the situation of higher education would be the growth of those sectors of the United States economy that require large numbers of trained professional and managerial manpower. The authors say that "colleges and programmes that enhance productivity and technological innovation, the authors say, a major increase in defence spending, for example, would increase the demand for educated people."

Another useful development would be institutions by which less advantaged people "with less education and less social consciousness and conflicts" could develop with individuals according more loyalty to their own social group. The closing of education's "safety valve" for social stability "could remove an important foundation of the political system."

Fewer students study abroad

Study abroad by US students has declined sharply in the past two years, according to the most recent census by the World Studies Data Bank. Nearly 43 per cent fewer students participated in foreign study programmes of a year's length in 1973/74 than in 1971/72, and 15 per cent fewer took part in summer study programmes abroad.

Altogether during 1973/74 43,450 US students studied or conducted research abroad in a total of 3,341 international programmes of all types. In 1971/72 80,540 students went abroad to take part in a total of 3,825 programmes. The comparison shows a decline of 46 per cent.

able figures for US faculty abroad were 3,948 and 5,617, a decline of 30 per cent.

Despite the decline in study abroad, the number of students receiving degrees, certificates or diplomas in international studies increased substantially from 1971/72 to 1973/74. In 1971/72 22,945 in 1973/74. More than \$366m were spent on international and intercultural programmes in 1973/74. The students themselves paid for \$66m of that total in various fees and travel expenses.

The World Studies Data Bank's programme of the Academy for International Development in cooperation with the American Council on Education.

History faces 'relevance crisis'

Enrolments in history courses have been declining in universities and colleges throughout the United States in the past few years, reports Mr. Richard Kirkendall, executive secretary of the Organization of American Historians, in the *Journal of American History*. In many institutions there has been a widespread swing away from history towards the social sciences, and in others it has been dropped from the list of required courses.

Describing history as a "crisis", Mr. Kirkendall writes that "the subject has been abandoned by many students who are seen as more relevant, such as ethnic and prehistoric studies, psychology, sociology, anthropology."

Sweden

Research bodies go under government microscope

from Mike Duckenfield

STOCKHOLM

A plan to give full-time researchers working on state-sponsored projects in universities and colleges a say in electing a majority of the members of Sweden's research councils (*forskningsråd*) has been presented to Mr. Bertil Zachrisson, Education Minister.

The suggestion is one of three major proposals in a 490-page report by a Royal Commission on the councils. The others are to reduce the number of councils and to make them more responsive to political opinion.

Set up in the spring of 1972, a year before the publication of the final UGB report, the seven-man commission was chaired by a former chancellor of the universities, Mr. Nils Gustav Rosen, and included Professor Torgny Segerstedt, rector of Uppsala, Sweden's leading research university.

It was given the job of investigating the way the councils work and the link between research and society against the background of rapidly increasing government sponsorship. On average since 1960 real spending by the councils has doubled every five years. There are now 13,000 students and 2,150 staff engaged in research compared with about 3,000 students and fewer than 1,000 staff 15 years ago.

At present there are five research councils receiving support from the Education Ministry. The commission says this should be cut to three with amalgamations between the humanities and social science

councils and the natural science and atomic research councils. The council responsible for medicine would be left as it is.

The theory behind the proposal is that a reduction in inter-council divisions would facilitate the increased integration of research between different subject areas. However, financial support would retain the same emphasis as at present. At 1971/72 prices, humanities and social sciences would receive 25m Skr (£2.8m), medicine 60m Skr (£6.7m) and natural and atomic science 100m Skr (£11.1m) in the first post-reform year.

The most fundamental changes, however, are those aimed at striking a new balance between individual and university research desires and the wider needs of society. In part this reflects the international debate between pure and applied research. The commission's answer has been to strengthen both individual researchers' and politicians' roles in the allocation of funds at the expense of the university faculty boards.

The number of members on the five councils currently varies from five to 21. The government nominates the chairmen and roughly half the members. The remainder are chosen by the university faculty boards, the learned academies and some eminent professors.

In future all councils would have 11 members. The government would continue to name the chairmen but only three members, these being representatives of other research organizations such as the Environmental Protection Board. The remaining seven members would be elected by means of an electoral college procedure.

A college for each council would be elected every three years by researchers attending a specially-called congress. Participants would include professors, lecturers engaged in research and research assistants but not teaching lecturers and postgraduates.

To counterbalance this democraticization, the commission says a new 13-strong body to be called a Research Councils Commission (*forskningsrådsnämnden*—FRN) should be established. This would be dominated by politicians and would have the power to suspend or overrule powers.

The government is due to announce its views on the report this winter and it is expected that a Bill will be presented to the Riksdag next spring. Elections to the councils would then take place early in 1977 prior to their starting work at the beginning of July that year.

France

Academic jobs boost likely in budget

from George Morgan

NICE

French higher education is to receive a financial shot in the arm, according to provisional budget forecasts for 1976. Total expenditure, including the state-sponsored Centre National de Recherche Scientifique, will amount to over £900m. With inflation now running at less than 10 per cent this should mean a real increase of more than 7 per cent as compared with 1975 and is 4 per cent higher than next year's average annual increase. The budget proposals are scheduled for parliamentary debate in November.

Emphasis for next year has been placed on creating new jobs and on improving career prospects for younger academics. Two hundred and eighty-four new teaching posts will be made available with priority being given to schools of economics and pharmacy. Great importance is attached in French higher education circles to the annual creations of posts which are interpreted as a sign of ministerial commitment to university expansion. The 1976 figure is seen as a welcome relief after last year's retrenchment in which budget provided only 200 jobs.

Universities, however, are still far from the heyday following 1968 when as many as 1,700 posts were created each year. This Minister

try claims that the drop is due to a "reluctance" in student intake after a rapid rise in 1968. Following last year's figure of 20,000, only 12,000 new students are expected to enrol this October and numbers are expected to level off altogether by 1977.

The plethora of new jobs in the post-1968 period is now producing an unanticipated career problem. Many of the assistants taken on at this time have been unable to obtain promotion because of the shortage of senior lectureships in their field. As a result lecturers do not enjoy tenure which has placed many academics in a difficult predicament as they approach the end of their six-year contract. This situation gave rise in May this year to a two-month administrative strike among assistants in the schools of law and economics.

Now, M. Jean-Pierre Sisson, Secretary of State for Universities, has decided to renew all assistants' contracts until a new career structure can be worked out. Meanwhile, he has announced that over the next five years 5,300 suitably qualified assistants will be automatically promoted to jobs as *maître-assistants*. The change will not bring any immediate financial gain for those involved but it will give them the benefit of tenure.

Another significant aspect of next year's budget proposal is the decision to create 90 full-time jobs for recurrent education in universities.

Comecon

More cooperation on post-graduates

by I. V. Chai

Higher education experts from the Comecon countries have agreed to take measures to improve post-graduate studies. Among the most urgent tasks identified were: intensification of the exchange of lecturers and researchers specializing in post-graduate studies; organization of joint courses for re-training and improvement of professional qualifications; elaboration of joint research programmes in the field of postgraduate studies; and joint preparation of teaching material and technical teaching aids for special use in post-graduate teaching and learning.

To put post-graduate cooperation among the Comecon countries on a more binding foundation, both legally and institutionally, the experts have asked the Permanent Working Group for Re-training and Improvement of Professional Qualifications in the Comecon Committee for Science and Technology to start preparations for the setting up of a Comecon Centre for Post-graduate Studies.

Mexico



The National Autonomous University: spreading wings.

World's largest university speeds up decentralization

from Karl Blackburn

MEXICO CITY

The National Autonomous University of Mexico in Mexico City is the biggest university in the world with a population of over 200,000. Its campus is vast and its buildings are highly modern. The university is proud of its beautiful views of the mountains, its Olympic stadium and its famous murals. But the university authorities have now realized that continued growth of the university city at the present annual rate of 13 per cent is incompatible with their academic and administrative goals as defined in the statutes of 1929: "to train professionals, university professors, research fellows and technicians and to select who would study national problems and generally extend the benefits of culture to the utmost possibilities."

A major recent development in Mexican higher education has thus been the decision to decentralize the National Autonomous University and the change of commitment from a single university city to several campuses.

University schools are now being built in other areas of the city. The first of the National Schools of Professional Studies was opened in April, 1974, in the north-east of Mexico at Cuernavaca and was followed by two more this March. Two further ones will be opened shortly. Like those in universities, the pupils at the National Schools of Professional Studies come mainly from the national preparatory

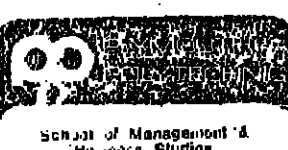
schools and the colleges of science and technology linked to them. But, as their names indicate, the National Schools of Professional Studies are more vocationally oriented than most of the faculties of the university city.

The school at Cuernavaca, for example, offers six different career courses: veterinary medicine, chemistry, civil engineering, mechanical engineering, dentistry and administration and accountancy. The school at Izamal prepares students to be biologists, dentists, nurses, doctors and psychologists and the one at Atlix prepares students for careers in public service.

The two newest schools will also attempt to offer their students good vocational advice so that the wastage from changing subject and dropping out of college altogether is less than in the present university city. Each of the schools expects to cater for between 15,000 to 20,000 students.

There is currently a campaign through posters and cartoons throughout the schools in Mexico City to inform pupils about the new university schools and encourage decentralization. The advantages of small university campuses are stressed as well as the value of a short journey and a good vocational training. In this way it is hoped to further ones will be opened shortly. Like those in universities, the pupils at the National Schools of Professional Studies come mainly from the national preparatory

383 DEL. from whom further
particulars may be obtained,

Polytechnics
continued

LECTURER IN LAW
To join an existing teaching staff of four lecturers in Law, teaching to business and professional students. An interest in Company Law, Tort and Contract Law will therefore be an advantage. Opportunities for research in other areas.

LECTURER IN MANAGEMENT ACCOUNTING
Applications are invited from qualified accountants (preferably C.M.A. and graduated) to fill a vacancy in the Accounting teaching group.

LECTURER IN ECONOMICS
This post should suit a young graduate with recent postgraduate qualification in Economics with an interest particularly in Applied Macroeconomics or Social Economics.

School of Behavioural and Social Science

LECTURER IN GOVERNMENT (Social Administration)
To teach on existing under graduate courses (e.g. Community Studies and Environmental Studies) and to assist in the development of other courses. Applicants to be well qualified in one or more of the following areas:

British Government Politics
Local Government and Politics
Political Theory of Philosophy
Preference will be given to candidates who can apply other academic interests to the central concerns of the School, namely Social Policy and Administration, Human Behaviour/Values Problems.

School of Engineering Science
LECTURER IN CIVIL ENGINEERING

Applications are invited from graduates with some teaching experience to offer 300 Mechanics as a main subject and Structural Analysis or Surveying at subsidiary level in B.A. Honours and Degree Courses. A good engineering degree is an essential.

School of Environmental Sciences
LECTURER IN SYSTEMS ECOLOGY

Applicants should have an interest in the application of systems analysis and modelling to ecological systems. Experience of aquatic systems such as plankton and/or fish stocks would be an advantage. Salary £3,279-£5,493. Exceptional candidates might be considered at S.L. level. Further details and application form from the Personnel Officer (THS 12.9).

Fellowships and
StudentshipsTRAVELLING AND
RESEARCH GRANTS

For women, postgraduate students, research grants are available for research in the field of the history of the Middle East. The grants are for up to 12 months and are for research in the field of the history of the Middle East. The grants are for up to 12 months and are for research in the field of the history of the Middle East.

BISTOL

LECTURER IN HISTORY
Applicants should have a degree in History and a minimum of five years' teaching experience. The post is for a full-time lecturer in the History Department. The salary is £3,279-£5,493. Further details and application form from the Personnel Officer (THS 12.9).

Colleges of Education



RE-ADVERTISEMENT

Applications are invited for the post of

LECTURER IN
EDUCATIONAL PSYCHOLOGY

Applicants should be appropriately qualified men or women preferably with a good Honours Degree in Psychology or its equivalent. A special interest in Developmental Psychology and Educational Assessment would be an advantage. The salary scale is £3,216 rising by 14 increments to £6,195 with placing for appropriate experience.

Further particulars and forms of application may be obtained from the Principal, Craigie College of Education, Ayr KA6 6SR, to whom completed forms should be returned by 27th September, 1975.

S. MARTIN'S COLLEGE
LANCASTER

Appointment of

PRINCIPAL

Applications are invited from men and women for the post of PRINCIPAL, to succeed Dr. Hugh Pollard who will retire on the 31st August, 1976. The College is a Church of England College of Education for the training of teachers, with impending diversification, and the person appointed should be a member of the Church of England.

Applicants should have experience in teacher training or in a relevant field of educational administration. The present salary is fixed at the maximum point of Group 5 in the Peilham range of salaries for Principals and the appointment will date from the 1st September, 1976.

Application forms and further particulars may be obtained from the Clerk of the Governors, S. Martin's College, Lancaster LA1 3JD.

KINGSTON POLYTECHNIC
GIPSY HILLLECTURER in
EDUCATION

Applicants should have a special interest in one or more of the following areas:

Middle School
Health Education
Educational Psychology
Salary £3,279-£5,493 p.a. plus London Allowance. Further details and application forms are obtainable from the Assistant Director, Kingston Polytechnic, Kingston Hill, Kingston, Surrey KT2 7LB. Tel. 01-549 1141.

Librarians

READING
THE UNIVERSITY

Applicants are invited for the post of Lecturer in the Department of Education. The post is for a full-time lecturer in the Department of Education. The salary is £3,279-£5,493. Further details and application form from the Personnel Officer (THS 12.9).

Colleges of
Further Education

KESWICK

NID-ESSEX TECHNICAL COLLEGE AND SPECIAL ARTS
Victoria Road South, Chelmsford CM1 1LL

TEACHER TRAINING SECTION

REGIONAL LECTURER in EDUCATION

Those applying should have a degree in Education and a minimum of five years' teaching experience. The post is for a full-time lecturer in the Department of Education. The salary is £3,279-£5,493. Further details and application form from the Personnel Officer (THS 12.9).

Courses

BRADFORD
THE UNIVERSITY

Applicants are invited for the post of Lecturer in the Department of Education. The post is for a full-time lecturer in the Department of Education. The salary is £3,279-£5,493. Further details and application form from the Personnel Officer (THS 12.9).

City of Birmingham Polytechnic

Teacher Education
and Training

On 1st September, 1975, Anstey College of Physical Education, Bordesley College of Education, City of Birmingham College of Education and the Department of Art Education were integrated to form within the Polytechnic a new Centre for Teacher Education and Training (C.T.E.T.).

For information and details of courses write to:

Admissions Section,
City of Birmingham Polytechnic,
New Corporation Street,
Birmingham B4 7DX.

Administration

High Grade
Administrator
Not less than £7,500

The Institute of Chartered Accountants in England and Wales wishes to recruit a mature, high grade administrator aged 35-50 with a successful record of experience of the development and execution of policy through a Committee system. A candidate whose early career has been spent in the public service, educational administration, management training, with a professional body or as a staff officer in the armed forces, would be at an advantage.

The successful candidate will be responsible for developing, launching and administering a new post-qualifying education and training Scheme, the aim of which is to help newly admitted members to acquire as quickly and conveniently as possible the additional specialist knowledge needed for the particular career paths they select. The work embraces the preparation of syllabuses for many of the areas of work in which Chartered Accountants specialise, the organisation of supporting tuition, the development of methods of assessing members' knowledge and experience, and the marketing of the Scheme to young members and employers.

While a knowledge of accountancy matters would be helpful, it will be unnecessary provided that the successful candidate has a facility to assimilate novel, semi-technical matters quickly.

Applications, giving personal and career details, to M. H. Luke, Chartered Accountants' Hall, Moorgate Place, London EC2M 6EQ (Tel.: 01-628 7060).

ASSOCIATION OF TEACHERS
IN TECHNICAL INSTITUTIONS
HIGHER EDUCATION OFFICER

Applications are invited for the above post. The Higher Education Officer will be responsible for all aspects of Higher Education (including Teacher Training). Experience in Higher Education in the public sector is desirable.

Salary within the range of Heads of Department III/IV (£8,231 to £7,632) plus Inner London Allowance.

Applications should be received by Friday, September 26th.

Details may be obtained from the General Secretary, ATT, Hamilton House, Mabledon Place, London WC1H 9BH. Tel. 01-387 6806.

LIVERPOOL

THE UNIVERSITY

ADMINISTRATIVE ASSISTANTS

Applications are invited for two posts of Administrative Assistant. One of these posts is in the Computing Section of the Administrative Office and the other is in the Library. The salary scale for both posts is £2,570 to £3,279. Further details and application form from the Personnel Officer (THS 12.9).

LIVERPOOL

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Applications are invited for two posts of Administrative Assistant. One of these posts is in the Computing Section of the Administrative Office and the other is in the Library. The salary scale for both posts is £2,570 to £3,279. Further details and application form from the Personnel Officer (THS 12.9).

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In a unique survey
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LETTERS TO THE EDITOR

Transition and the University of the West Indies

from Mr David Nimmo

Sir, David Walker's bird's-eye view of the University of the West Indies (THS, July 11) presented the various elements of the West Indian educational system as an underdeveloped system of secondary schooling, little further education and a sophisticated university—as a meshing together like a set of unbracketed gears.

To Walker, "sophisticated" seems to mean "conservative" in the British academic manner. But the University of the West Indies is truly sophisticated in ways that Walker does not mention.

There is an increasing liaison between the university and the development of secondary education. University lecturers volunteer and are invited to teach O and A level classes, prepare textbooks for use in the schools, and are open to feedback from secondary school teachers at conferences held at the university.

One of the realities of life at the University of the West Indies is the varying levels of admission at the different campuses. It should be possible in an international university for Trinidad to retain, at level of progression, the American system of four years of study, while Jamaica and Guyana have to properly motivated O level and unqualified applicants. But there seems small comfort in the figures of Professor Leslie Robinson, pro vice-chancellor in Jamaica which reveal that the "Third World's Third World" O level entrants was less and sometimes a good deal less than among straight A level candidates.

West Indians who have left with V.S. Naipaul call the "Third World's Third World" O level Caribbean, have been instrumental in such a preliminary year of studies for the "educationally

disadvantaged" at the University of Toronto. The Transitional Year Programme at Innis College, 50 per cent of whose staff and students are from the Third World—mainly the West Indies—provides a full-time course of studies in literature, social sciences, logic, mathematics, science, as well as reading, writing and study skills.

The aim is to prepare students who have not been able to complete secondary school for entry to first year university studies, and each student is required to read one first year university subject as well (Third World history is a popular choice).

The successful student is then able to enter first year university not only with improved skills, but also with a reduced course load because he or she has already received one "credit". But most important, the student's first contact with the university has been one of personal success, rather than the "failure recycling" eventual success pattern that is so frustrating for all concerned at the Jamaican campus of the University of the West Indies.

The gradual transition involved in such a programme has a better chance of meshing the student's past experience with his future university studies—like a set of lubricated gears. This suggestion deserves a better "Third World critique" than "sophisticated" expressions of fear about turning the university into a secondary school.

DAVID NIMMO,
Innis College,
University of Toronto.

More letters page 12

Silly season

from Mr Eric Cahn

Sir—This is the silliest season of all in higher education. Government spokesmen are making wild and ill-considered statements, in their desperate search for a policy on higher education—any policy, which will combine economies with greater efficiency. The universities are being driven into frenzied gestures of corporate self-protection.

When will those in responsible positions in our society learn that economies in higher education, or in any other sphere, cannot be made where they will do least harm (and innovation cannot be promoted) from the Olympian heights of Whitehall and the Athenaeum?

They can only be brought about through actual work, done on the ground by university and polytechnic teachers. Let each faculty—or better, each department—be asked to look individually at ways of economizing, of raising its staff-student ratio, at the implications of such changes. Government could then get some real ideas of what is feasible without any need for the axe to fall on certain sacrificial beasts.

As to teaching and educational innovation, these are fields where the polytechnics have gained a clear lead, and government should be looking at ways of learning from this situation. What should be encouraged in the universities is (a) innovation on the basis of teaching ability as well as publication record, (b) the democratization of university government; (c) the setting of university courses by the CNA, or a body like it.

Professor Laurie Taylor's contribution (THS, August 8) convinced me to do so. In addition, I propose that the Association of University Teachers provide funds to supply him with an electric toothbrush, to be attached to his mouth and left switched on for at least six months. Yours very sincerely,

C. SLAUGHTER,
206 Harrogate Road,
Leeds 7.

More letters page 12

A government which really intended to govern would—in fact—multiply statements which cannot be followed up except by incoherent and blundering use of the "we" recall that its mode of control over the universities is through their charters. Instead of continuing to allow vested interests in the universities to maintain their hold on power (the reason for the ossification in the universities) through rubber stamping university charters, a thorough shake-up is needed, and this the government and Parliament have the power to bring about.

Yours sincerely,
ERIC CAHN,
2 Chadderton Gardens,
Preston.

Switched on don

from Mr C. Slaughter

Sir—For some weeks I have been struggling to find the time to write to you and suggest that, until the university teachers' salary negotiations are completed, "Don's Diary" be suspended.

Professor Laurie Taylor's contribution (THS, August 8) convinced me to do so. In addition, I propose that the Association of University Teachers provide funds to supply him with an electric toothbrush, to be attached to his mouth and left switched on for at least six months. Yours very sincerely,

C. SLAUGHTER,
206 Harrogate Road,
Leeds 7.

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DIRECTOR

Applications are invited from graduates with substantial experience in the fields of higher and/or further education and who hold or have held posts carrying senior management responsibilities with a college. The salary range is likely to be that appropriate to a Group 9 College.

This new institution will be formed from an amalgamation of the advanced work of the Bournemouth College of Technology with the Weymouth College of Education. The Authority are looking for a person of proven ability, with energy and vision, capable of developing sound and imaginative long term plans but also conscious of the immediate constraints of the present economic situation.

Application forms and further particulars may be obtained from R. D. PRICE, B.A., County Education Officer, County Hall, Dorchester, Dorset DT1 1XJ. Closing date for the receipt of applications will be 29th September.

Overseas

The British Council
Aid to Commonwealth
Teaching of Science

Senior Curriculum Specialists in Chemistry and Evaluation (two posts)
Kenya Institute of Education, Nairobi, Kenya.

These specialists will be mainly involved in the training of secondary school teachers to use modern curricula and the evaluation of new secondary level materials.

Science Curriculum Development Adviser (Integrated Science), Ministry of Education, Gaborone, BOTSWANA.

To develop the existing junior science course and to organize in-service training courses for secondary school teachers in the use of new courses and course materials.

Head of Science Department,
National Teacher-Training College, Maseru, LESOTHO.

To organize in-service courses for teachers and teacher educators and to develop and introduce new curricula at primary and junior secondary level.

Head of Science Department,
William Pitcher Teacher Training College, Mandini, SWAZILAND.

The occupant of this post is expected to be in charge of the Science Education Centre at the College: one of his or her main functions will be working with the Swaziland Integrated Science Project which is at lower secondary level.

Science Education Adviser, Teacher Training Department, Yundum College, GAMBIA.

To advise as required on science education in the Gambia, covering all three traditional branches of the subject at both primary and secondary level. Duties will include running of in-service courses, liaison with the Science Teachers' Association of the Gambia, and advising on laboratories, curriculum development, activities and the production of teaching materials.

Applications are invited for the above posts from British graduates between 30 and 50 with a good honours degree, an education qualification and at least 5 years' relevant teaching experience. Some knowledge of curriculum development, evaluation, in-service training courses, etc., is also required. Appointment will be on a contract basis, on contract terms; service may be on secondment.

Salary scale: £3,316-£6,310
Overseas Allowances within the range: £1,265 to £2,479
Married accompanied — £1,498 to £1,780
Single — £1,265 to £1,498

Free furnished accommodation overseas; paid passages for family and allowances for children's education will be provided.

Selection by London interview and board.
Write or telephone for particulars and application form to be returned by 5 October 1975 quoting post, title and C12
— Staff Recruitment Department, 65 Tavistock Street, London W1X 2AA, Tel. 01-459 8011, ext 15.

College of Estate Management
SENIOR TUTOR IN
VALUATION SUBJECTS

Applications are invited for a newly created post within the College of Estate Management. The College operates a wide range of postgraduate and intensive residential estate and study courses. The person appointed will be primarily concerned in both live and distance teaching, valuation and associated subjects. The work will include the preparation of teaching material and an ability to write well in the field of estate management. Applicants should preferably have an interest in recent developments in educational methods and technology. Some administrative duties are involved.

Applicants should be graduates in estate management or should hold an equivalent professional qualification, and it will be considered an advantage if they have qualified by a correspondence course. Salary scale: £5,636-£7,346 (subject to further review). Membership of RICS is required.

Further details and application forms are available from: — The Secretary, College of Estate Management, Whitehalls, Reading RG1 2AA. Telephone: 0734 89101. Closing date for applications: 17th October 1975.